An Offer You Can’t Refuse

CJ 570: Organized Crime

Mondays

7:00PM - 9:40PM

Domestic and International Perspectives

Fall 2015

Dr. Jeffrey McIlwain, Instructor
Music 215
INTRODUCTION
Welcome to CJA 570. This senior/graduate level class makes you an offer you can’t refuse, but may just want to--the chance to study organized crime at the advanced undergraduate level. SDSU’s Public Affairs and Criminal Justice Programs use the 500-level course as a capstone course for majors so that they may apply what they have learned in the majors to a thematic area of study. They also have higher expectations in terms of workload as they are meant to test the readiness of majors to apply scholarship to real world problem sets.

This course primarily focuses on the development of organized crime in the domestic and international arenas. It views organized crime as the result of numerous historical processes. It posits that organized crime cannot be adequately analyzed as a social phenomenon by simply focusing on its manifestations exclusively at a given point and time with structures which, to use the language of film, have the form of a “still.”

Social mobility: The movement of individuals, families, households, or other categories of people between social strata in a society.

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INTRODUCTION, CONT.

Traditional approaches to the study of organized crime rely heavily on these “stills” in order to make scholarly conclusions and policy recommendations. These approaches are not enough, however, to appreciate the complexity of the phenomenon and the myriad of issues it creates for society, let alone serve as a foundation for effective policy.

As an alternative approach, let me begin with a simple, obvious, uncontroversial point—so obvious, indeed, that I would not make it but for the fact that so few students and scholars seem to have taken it to heart. This is simply that some of the most interesting questions we might ask about the nature of organized crime today cannot be answered without reliable information about the nature of organized crime yesterday—and the day before yesterday, and even the century before yesterday.

COURSE LEARNING OUTCOMES

Consequently, I have established the following learning outcomes for undergraduate and graduate students in this course:

1.) **Knowledge:** You will gain a factual knowledge about the historical development of organized crime, theories used to understand organized crime and policies and laws intended to counter organized crime.

2.) **Comprehension:** You will learn how to explain the meaning of this knowledge from multidisciplinary and international perspectives (e.g., geography, political science, anthropology, economics, international affairs, etc.).

3.) **Research:** You will learn to conduct primary source research on organized crime and sort and organize data drawn from this research.

4.) **Analysis:** You will learn how to break down organized crime data into its many component parts and to distinguish historical phenomenon that influence these specific parts.

5.) **Evaluation:** You will learn to make grounded judgments about the merits of theories, policies and laws addressing organized crime in its domestic and international contexts.

GENERAL EXPECTATIONS

Successful completion of this course requires not only consistent attendance, but also active participation by all of the course’s members. Consequently, you are expected to read and prepare notes from the assigned readings and to add to the discussions that will take place during each class.

“**This life of ours, this is a wonderful life. If you can get through life like this and get away with it, hey, that’s great. But its very, very unpredictable. There’s so many ways you can screw it up.”**

-- Paul Castellano
GENERAL EXPECTATIONS, CONT.

Successful completion of this course requires not only consistent attendance, but also active participation by all of the course’s members. Consequently, you are expected to read and prepare notes from the assigned readings and to add to the discussions that will take place during each class.

I encourage you to make use of my office hours or to schedule an appointment to meet with me if you need assistance during the course. You will find me highly accessible and willing to work with you to help you learn the material and succeed in this course.

Please know that you are responsible for being aware of any revisions made to this syllabus and course schedule during the course of the semester. If there is a change in directions for assignments, readings, class schedule, etc., I will announce such changes in class and post them online and send out an email to the class. If you miss class, please ask me if any such changes have been made. Once again, you are responsible for any possible revisions.

Also, I do not give consent to be recorded by any means in class, unless a disability makes it necessary. Please see me first if this or other disabilities make specific accommodations necessary. Please be ready to provide documentation from Disability Services.

I want you to know that I seek to foster a classroom environment where ideas may clash, but mutual respect always reigns supreme. I expect you to be diplomatic, tactful, courteous and respectful to your fellow classmates. Since this is a graduate course, when offering discussion points, etc., please do so based off of your readings and direct experience, not personal opinion for personal opinion’s sake. Please do not dominate course discussion so that others in the class may contribute.

If there is ever a time where you feel uncomfortable in class or that your voice, thoughts or opinions are not heard being heard by me or your classmates, please see me immediately so that we may work together towards a remedy that will make the course experience a positive one for you.

As a final note, please keep in mind that what you say, how you act, and how you perform your classroom responsibilities have professional consequences in that your peers and faculty will most likely be asked for recommendations and/or provide assessment of you in future background checks and security screenings. Please conduct yourself accordingly.

“Don’t mistake my kindness for weakness. I am kind to everyone, but when someone is unkind to me, weak is not what you are going to remember about me.”

-- ALPHONSE CAPONE
“Believe none of what you hear and half of what you see.” -- Anthony Soprano

SPECIAL CIRCUMSTANCES
Please let me know of any special circumstances regarding your ability to attend class or complete assignments by their due dates (e.g., work schedule, conflict with other classes, etc.). Note that you must notify me before, not after, these assignments are due and that I will require proof of said difficulty. Failure to do so will result in an F or no-credit for the assignment. In the case of disability and/or learning disorder, please notify me directly before or after class or during office hours so that I can provide the proper academic accommodations per your specific Authorization for Accommodations Form.

NON-ATTRIBUTION POLICY
In order for your classmates, possible guest speakers, and professor to feel free to speak candidly in class, they are assured that what is said in lecture will not be repeated publicly outside the classroom, regardless of classification. In other words, to repeat what has been said in lecture to others outside the CJ 570 environment risks calling fellow students, guest speakers, and professors to account publicly for his or her opinions and comments. This in turn could have the effect of stifling your classmates, guest speakers, and professor, causing them to speak in a guarded manner. Ultimately the quality of education provided in the seminar would suffer.

Hence, what your fellow students, guest speakers, and professors say during their lectures is not for attribution. It is acceptable to say "someone in my class" made a particular statement, but the individual's name will not be divulged. Individuals who violate the non-attribution policy are subject to adverse administrative and disciplinary action per University policy. Specifically, will follow the international standard for non-attribution in this type of forum, The Chatham House Rule:

"When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed."

See the following for more information: http://www.chathamhouse.org/about-us/chathamhouserule

Any exceptions to this (i.e., a security breach or concern) should be brought privately to my attention in person so that I can determine the proper course of action.

“Look at me. Never rat on your friends and always keep your mouth shut.”
-- Jimmy Conway, Goodfellas

Cement shoes = special circumstance
Dr. Jeffrey McIllwain joined the Program in Criminal Justice in the School of Public Affairs at San Diego State University (SDSU) in 2000. A tenured Associate Professor, he is the Co-Founder and former Co-Director of SDSU’s interdisciplinary graduate-level Homeland Security Program, the first program of its kind in the U.S. He previously served as the Director of the interdisciplinary International Security & Conflict Resolution Program (2001-2003) and the Coordinator of the Graduate Program in Criminal Justice & Security Studies (2006-2007) at SDSU. He is also a researcher with SDSU’s Center for Information Security and Strategy and a Faculty Fellow in SDSU’s Honors College. He will formally join SDSU’s Public Administration faculty in Fall 2015 where he will create a Defense, Security & Governance emphasis in the M.P.A. program.

Dr. McIlwan also serves as a Fellow and Adjunct Faculty member in the Operational Studies Department of Joint Special Operations University [JSOU], the war college for the U.S. Special Operations Command (US-SOCOM), where he is a subject matter expert on organized crime and organized crime’s role and function in warfare and in surviving, evading, resisting, and escaping totalitarian regimes.

Dr. McIlwan has completed sponsored research and/or served as a consultant, advisor, and subject matter expert to a number of legislative, executive, criminal justice, homeland security, military, and homeland security-related organizations in the U.S. and abroad. A winner of many teaching and student mentoring awards, Dr. McIlwan has developed and taught graduate-level courses and seminars on warfare and security, transnational crime and security, organized crime, drugs and society, homeland security, history of crime and criminal justice policy, policing, border security, criminal justice policy, grand strategy, the geopolitics of the “Great Game” in Central Asia, and media and crime. He has taught numerous study abroad throughout Europe and Mexico and was recognized by SDSU’s Provost for outstanding contributions to international programs.

Dr. McIlwan was an undergraduate at The University of Southern California (USC), graduating Phi Beta Kappa with a triple major in International Relations, Political Science, and History. After attending USC, Dr. McIlwan accepted a John D. and Catherine T. MacArthur Foundation Fellowship to study at The Contemporary History Institute at Ohio University where he earned an M.A. in U.S. Diplomatic History, a minor in Modern East Asian History, and a certificate in Contemporary History. He then accepted a graduate assistantship to The Pennsylvania State University where he earned his Ph.D. in Administration of Justice in 1997. Dr. McIlwan also studied Roman history and British politics at Cambridge University in England (1980), national security at a Flinn Foundation Scholar at Northern Arizona University (1990), and terrorism, counterterrorism, and policing at An Garda Siochana in the Republic of Ireland (1995). A direct descendent of Genghis Khan, Frank Sinatra, Helen of Troy, and Groucho Marx, Dr. McIlwan is from Cerritos, CA and currently lives in La Mesa with his wife, Donna, children Collin (9) and Reagan (6), and yellow lab, Traveller (10). He enjoys coaching Pop Warner football, playing fantasy football, playing Sing Star with his kids, traveling abroad, reading, South Park, HBO mini-series, striking terror in the hearts of my enemies, plates and mocha fraps with the girls, hating and Mathew McConaughey’s Buick commercials and Jim Harbaugh, touring with Metallica, One Direction and the Dropkick Murphys, inventing the perfect push-up, working with lepers and at-risk carines, and rescuing puppies and stuff.
Definition

ORGANIZED CRIME (N)

“...a form of criminal activity occurring within a social system composed of a centralized or decentralized social network (or networks) of at least three actors engaged in an ongoing criminal enterprise in which the size, leadership and structure of the network is generated by the ultimate goal of the enterprise itself (i.e., how the crime is organized). This goal takes advantage of opportunities generated by laws, regulations, and social customs and mores and can be pursued for financial profit and/or social mobility via the leveraging and brokering of the network’s social, political and economic capital. Members of the network can be from the underworld or upperworld. In some forms, force, and/or fraud are used to exploit victims, while in others illicit goods and services are provided by members of the network to customers in a marketplace where such activity is often permitted through the establishment of practices which foster the compliance and/or acquiescence of corrupt public and private sector officials who receive remuneration in the form of political favors or in the form of direct or indirect payoffs.” [From: Albini & McIllwain, Deconstructing Organized Crime Crime]
ON READING

As you will see, there is a considerable reading load in this course. I confess under duress that I know it is very challenging to read this entire reading list throughout the course. Why then do I ask you to do it? Here is why:

Graduate education is intended as an experience where you are immersed in a fairly narrow body of literature. The main reason for being immersed is NOT to master content, but gain exposure to content, style, perspective, and method. The substance of a text is more than merely the data presented. It is the author’s way of referring to previous research, their way of constructing an argument, and their writing style.

As you attempt to read entire books, reports and articles you will make strategic choices about what you choose to read deeply, what to skim, what to skip altogether. Your choices will be lead by your interests, and that is how it should be. No matter what your individual interests, however, what you ALL should be able to do is outline the author’s argument and identify their theoretical perspective and use of data. Ask yourselves these questions when you read your readings:

- What is the author stating in the book (the thesis)?
- Why is their thesis important (significance)?
- What is its place in the relevant literature (lit review)?
- How does the author construct their argument (method)?
- What types of sources (data) does the author use? Why?
- What evidence or proof or reasoning do they offer in support of their argument (theory)?

Your assignments are specifically designed to encourage you to comprehend, analyze, synthesize, and apply your knowledge gained through the readings to a particular problem set or idea.

Like many of you, I have family, friend, faith-based, community service, and work responsibilities that extend beyond this classroom. Based on 21 years of teaching on the university level, I have come to the conclusion that one week's time is sufficient for a student to come to terms with a text and supplementary readings and gain the ability to discuss the above aspects of them in class. It comes down to commitment and time management. To truly master any of our texts would require several readings over an extended period of time (that is my job, not yours). This sort of mastery is not my intention for you.

What we read is important, and learning how to read at the graduate level is important, too. Ask yourself what are you looking for as you read. If you are merely looking to acquire content (so that you can regurgitate later), you may find yourself disinterested. If you are looking for how this particular scholar has fashioned a compelling scholarly argument, however, you should find much of interest, and even for future use in your own work.

“You choose this life. You don’t want to work in the rain, go try out for the [freaking] Yankees.”
-- Anthony Soprano, The Sopranos
“I come from the gutter, I know that. I got no education...but that’s okay. I know the street and I’m making all the right connections.” -- Tony Montana, *Scarface*

**MANDATORY COURSE READINGS**

- *Deconstructing Organized Crime* by Joseph L. Albini and Jeffrey Scott Millburn
- *Organizing Crime in Chinatown: Race and Racketeering in New York City, 1890-1940* by Jeffrey Scott Millburn
- *L.A. Noir* by John Buntin
- *The Social Order of the Underworld: How Prison Gangs Govern the American Penal System* by David Skarbek
- *Smuggling: Criminal Networks and National Security in the Age of Globalization* by Alan L. Karras
- *Global Outlaws: Crime, Money, and Power in the Contemporary World* by Carolyn Nordstrom

Available as free download on Blackboard
"The state is so lame, they paid for the game."
-- Montoya Santana, American Me

MANDATORY AND OPTIONAL COURSE READINGS*


*Available as PDFs on Blackboard or via SDSU’s Love Library article database or Google/Google Scholar.
“No one will ever kill me. They wouldn’t dare!”
-- Carmine “The Cigar” Galante

COURSE ASSIGNMENTS AND ASSESSMENT

PRIMARY SOURCE RESEARCH AND DATA COLLECTION
You will conduct primary source research and data collection related to the U.S. Senate’s 1950-1951 hearings on organized crime. Details will be provided in class. This assignment is worth 300 points. Due 3/2.

DATA ANALYSIS
You will test a provided hypothesis against data drawn from L.A. Noir and share your results in a report. Details will be provided in class. This assignment is worth 300 points. Due 4/20.

TAKE-HOME FINAL (BRIEF)
You will complete a briefing-format take-home final addressing the intersection of transnational organized crime with national security challenges. Details will be provided in class. This assignment is worth 300 points. Due 5/11.

PARTICIPATION
Be prepared, contribute substantively, do not distract or disrupt classmates and professor and earn up to 100 points.

A little too close of a shave: Albert Anastasia, Park Sheraton Hotel barbershop, 10/25/57.
Dying like a man: Carmine Galante, dead but cigar firmly in place, 7/12/79.
CLASS 1 (1/26): COURSE INTRODUCTION

CLASS 2 (2/2): CONSTRUCTING THE GANGSTER IMAGE

Watch: *The Godfather, Godfather Part II, Goodfellas*

CLASS 3 (2/9): THE MAFIA MYSTIQUE/RESEARCHING ORGANIZED CRIME
- Joseph Albini and Jeffrey McIlwain, *Deconstructing Organized Crime*: Intro. to Ch. 2 (4-46)

Watch: *Once Upon a Time in America*

CLASS 4 (2/16): HISTORY, THEORY AND ORGANIZED CRIME
- Joseph Albini and Jeffrey McIlwain, *Deconstructing Organized Crime*: Ch. 3-4 (47-82)
- Jeffrey McIlwain, *Organizing Crime in Chinatown*: Preface-Ch. 6 (189-202)

CLASS 4 (2/23): NO CLASS TODAY—DR. MACK TDY/READ FOR NEXT WEEK/WORK ON DATA COLLECTION
- Jeffrey McIlwain, *Organizing Crime in Chinatown*: Preface-Ch. 6 (1-82)
TENTATIVE COURSE ITINERARY, CONT.

CLASS 5 (3/2): RACE, ETHNICITY, AND OPPORTUNITY/DATA COLLECTION DUE
- David Skarbek, *The Social Order of the Underworld*: all
- Joseph Albini and Jeffrey McIlwain, *Deconstructing Organized Crime*: Chs. 5-6 (83-147)
- Remember readings from previous week!

Watch: *Casino, American Hustle*

CLASS 6 (3/9): STRUCTURAL HOLES, SOCIAL NETWORKS, SOCIAL CAPITAL, AND SOCIAL SYSTEMS OF ORGANIZED CRIME
- Alan Block, *East Side-West Side*: Intro. to Ch. 5 (vii-126)
- Headquarters Department of the Army, “Appendix B: Social Network Analysis and Other Analytical Tools,” *Counterinsurgency FM 3-24/ MCWP 3-33.5* (December 2006): B-1–B-22 (browse)

Watch: *Schindler’s List*

CLASS 7 (3/16): TOUGH GUYS AND CRIMINAL ENTERPRISE IN THE BIG APPLE
- Jeffrey McIlwain, *Organizing Crime in Chinatown*: Chs. 7-12 (83-188)
- Alan Block, *East Side-West Side*: Chs. 6 to Ch. 9 (127-257)

Watch: *A Bronx Tale*, *The Departed* (yeah, its Boston, but tomorrow is *St. Patrick’s Day*, plus I like the *Red Sox*, and the *Yankees* stink so it is a must add...).
TENTATIVE COURSE ITINERARY, CONT.

CLASS 8 (3/23): ILLEGITIMATE PATHWAYS, SOCIAL MOBILITY, AND SOCIAL CHANGE IN THE WINDY CITY

Watch: *The Untouchables*

CLASS 9 (3/30): NO CLASS—SPRING BREAK!
- John Buntin, *L.A. Noir*: all

CLASS 9 (4/6): POWER, ORGANIZED CRIME, AND REFORM IN THE CITY OF ANGELS
- John Buntin, *L.A. Noir*: all
- Jeffrey McIlwain and Clinton Leisz, “California Dreams and Gangster Schemes”: 31-44
- United States Senate Special Committee to Investigate Organized Crime in Interstate Commerce, *Investigation of Organized Crime in Interstate Commerce, Parts 10—California and Nevada* (browse)

Watch: *L.A. Confidential, Gangster Squad*

CLASS 10 (4/13): SMUGGLING YESTERDAY, TODAY, AND TOMORROW
- Alan Karras, *Smuggling*: all
- Raimo Pullat and Risto Pullat, “The Vodka Sea: Comparative History of Spirits Smuggling in the Baltic Sea,” *Journal of Scandinavian Studies*
CLASS 12 (4/20): BORDERS AS CHALLENGES AND OPPORTUNITIES/ANALYSIS DUE TODAY
- Jeffrey McIlwain, Dr. Jeffrey Scott McIlwain Statement regarding Border Security: all
- United States House Committee on Homeland Security, A Line in the Sand: all

Watch: Traffic, Lone Star

CLASS 13 (4/27): LIFE IN THE ORGANIZED CRIME MATRIX
- Joseph Albini and Jeffrey McIlwain, Deconstructing Organized Crime: Ch. 7 to Ch. 8 (148-190)
- Michael Miklancic and Jacqueline Brewer, Convergence: vii-268

Watch: The Third Man

CLASS 14 (5/4): SURFING THE ORGANIZED CRIME MATRIX: THINK LOCAL, ACT GLOBAL
- Nordstrom, Global Outlaws: all (xx-208)

Watch: Gomorrah, City of God

CLASS 15 (5/11): COURSE SUMMARY/TAKE HOME FINALS/BRIEFS DUE
- Phil Williams, Criminals, Militias, and Insurgents: Organized Crime in Iraq (Strategic Studies Institute, 2009): all
- Gretchen Peters, Crime and Insurgency in the Tribal Areas of Afghanistan and Pakistan: i-93
- Gretchen Peters, Haqqani Network Financing: 1-66

“Who are the criminals of the 21st century? The business people who lie on a customs form to reduce their taxes so they can send pharmaceuticals more cheaply to the needy? The customs agents who let these shipments through because “everyone benefits”? The people who understand how this system works and slip explosives into the pharmaceutical speeding unchecked across borders? The robber barons who make a profit on all this regardless who lives or dies?”

-- Carolyn Nordstrom, Global Outlaws